



Senate

General Assembly

File No. 270

February Session, 2006

Substitute Senate Bill No. 455

Senate, March 31, 2006

The Committee on Higher Education and Employment Advancement reported through SEN. HARTLEY of the 15th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING THE EARLY CHILDHOOD EDUCATION WORKFORCE.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. (NEW) (*Effective July 1, 2006*) (a) The Commissioner of
2 Higher Education shall expand the capacity of programs for training
3 early childhood education teachers through the development of
4 accelerated, alternate route to certification and bridge programs to
5 baccalaureate degrees in early childhood education, child development
6 and initial teacher certification with an endorsement in early childhood
7 education. Such programs may include a diverse array of distance
8 learning and education. Said commissioner shall develop, enhance and
9 enforce articulation agreements between two and four-year public
10 institutions of higher education that offer programs of study in early
11 childhood education, child development and teacher certification in
12 early childhood education.

13 (b) The Commissioner of Higher Education, in consultation with the

14 Office of Workforce Development, the Department of Education, the
15 Department of Social Services, Charter Oak State College, early
16 childhood education faculty at two and four-year public institutions of
17 higher education, early childhood education professional associations,
18 early childhood education advocates and practitioners, and persons
19 knowledgeable in the area of career development and programs in
20 early childhood care and education, shall (1) define the preservice and
21 minimum training requirements and competencies for persons
22 involved in early childhood education, from birth to five years of age,
23 including requirements for individual levels of early childhood
24 credentialing and licensing, and (2) develop a reliable, standardized
25 informational data base that provides accurate and on-going data on
26 the supply of the early childhood workforce and the qualifications of
27 such workforce.

This act shall take effect as follows and shall amend the following sections:

Section 1	<i>July 1, 2006</i>	New section
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HED *Joint Favorable Subst.*

The following fiscal impact statement and bill analysis are prepared for the benefit of members of the General Assembly, solely for the purpose of information, summarization, and explanation, and do not represent the intent of the General Assembly or either House thereof for any purpose:

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 07 \$	FY 08 \$
Higher Ed., Dept.	GF - Cost	103,000	103,000
Charter Oak College	GF - Cost	120,000	120,000

Note: GF=General Fund

Municipal Impact: None

Explanation

The bill requires the Commissioner of Higher Education to develop and expand early childhood education teacher programs. The bill results in a total cost (over five years) of \$1.14 million. The table below summarizes the costs associated with the provisions in the bill.

Initiative	Amount (\$)	Duration (years)	Annual #	Annual Total (\$)	5 Year Total (\$)
Alternate Route to Certification	25,000	2	1	25,000	50,000
Expedited Remediation	2,000	5	16	32,000	160,000
Support for Praxis Test Takers	2,000	5	32	46,000	230,000
Distance Learning	20,000	5	6	120,000	600,000
Database	100,000				100,000
Total				223,000	1,140,000

The estimated cost for developing an accelerated alternative route to certification is \$50,000 (\$25,000 in FY 07 and \$25,000 in FY 08). The \$50,000 is needed to establish a program for baccalaureate degree holders who wish to work in an area of early childhood education.

Additionally, funding is required for “bridge” programs, including: incentives for institutions to provide support services to expedite remediation (sixteen \$2,000 grants annually), and incentives for

institutions to provide test preparation support for Praxis Test takers (twenty-three \$2,000 grants annually). Also, through Charter Oak State College six off-site distance education courses will be offered, estimated to cost \$20,000 each. The total annual funding for distance learning is \$120,000.

The bill requires the Commissioner of Higher Education, in consultation with a number of state agencies, to develop and maintain a database on the supply and qualifications of the early childhood workforce. It is anticipated that one-time expenses of up to \$100,000 will be required in FY 09 to establish the database. The one-time start-up costs include equipment and programming expenses.

It is anticipated that the Department of Higher Education and various state agencies responsible for developing training and competency requirements would be able to do so within existing budgetary resources. Similarly, there would be no fiscal impact associated with the enforcement of articulation agreements.

No funding is included in the current FY 07 budget for this purpose.

The Out Years

The fiscal impact for the out years is described above.

OLR Bill Analysis
sSB 455***AN ACT CONCERNING THE EARLY CHILDHOOD EDUCATION
WORKFORCE.*****SUMMARY:**

This bill requires the higher education commissioner to develop ways to expand the capacity of early childhood education teacher programs. It also requires the commissioner to (1) work with other agencies to define training requirements and competencies for people in the early childhood education field and (2) develop a database on early childhood education worker supply and qualifications.

EFFECTIVE DATE: July 1, 2006

EARLY CHILDHOOD WORKFORCE DEVELOPMENT***Capacity Expanding Programs***

The bill requires the commissioner to develop accelerated, alternate route to certification, and “bridge” programs (the latter typically help students move from one educational level to the next) to bachelor’s degrees in early childhood education, child development, and initial teacher certification with an early childhood education endorsement. These may include an array of distance learning and education.

The bill also requires the commissioner to develop, enhance, and enforce articulation agreements between public two- and four-year colleges and universities that offer early childhood education and child development programs and teacher certification in early childhood education.

Training Requirements and Database Development

The bill requires the commissioner to define preservice and minimum training requirements and competencies for people involved

in early childhood education from birth to age five. These must include requirements for individual levels of credentialing and licensing. The bill also requires her to develop an accurate database on the qualifications and supply of early childhood education workers.

In doing both tasks, the commissioner must consult with the Office of Workforce Development (Connnecticut does not appear to have such an office, it has an Office of Workfore Competitiveness); the Education and Social Services departments; Charter Oak College, the state universities, and UConn; the state's early childhood education professional organization; early childhood faculty at state colleges and universities; and early childhood advocates and practitioners.

COMMITTEE ACTION

Higher Education and Employment Advancement Committee

Joint Favorable Substitute

Yea 20 Nay 0 (03/14/2006)